

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) B
2. Transcript Title/Abbreviation:	Expanding ELD B
3. Transcript Course Code/Number:	5L03
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	March 21, 2019
13. Brief Course Description: The Expanding ELD B course will continue to ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.	
14. Prerequisites:	Students must have already completed the Expanding ELD A course (or have completed two years of ELD in another district) and scored Performance level 3 or below on English Language Proficiency Assessments for California (ELPAC) Summative Assessment with a Scale Score maximum of 1556. Co-requisite: grade level English course
15. Context for Course: The ELD Expanding B course is optional for students who need continued support in language development after the Expanding ELD A course. This course will develop academic language skills students need to access the core content areas.	
16. History of Course Development: The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.	

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17. Textbooks:	Pearson. [Savvas] <i>My Perspectives English Language Arts</i> . Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., English Language Development. 9 th – 12 th Grade. 2017.
18. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
1. Course Purpose: Students at the Expanding ELD B level require moderate to light linguistic support. The Expanding ELD B course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course will continue to develop English Learners' English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English. In this course, students also learn about English in order to develop advanced levels of language skills. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which will allow them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.	
2. Course Outline: In this Expanding ELD B level course, students will be further challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts. Connecting to text: While students connect to text, they will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion. Collaborate with others: Students will exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges and adapt language choices to various contexts. Interpret: Students will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.	

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Produce:

Students will express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, use verbs, verb phrases, nouns, noun phrases, modify to add details, and connect and condense ideas.

Reflect:

Students will exchange information and ideas with others, adapt language choices to various contexts, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. Scaffolded writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the driving question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- Help these students begin drafting original responses to the driving question without the aid of a sentence frame. Refer to the Emerging and Expanding sections for specific aspects of a response to focus on with bridging students. If student struggle to craft a response on their own, supply them with the scaffolds used for other groups.

2. Imagination and Innovation:

A variety of readings, both literary and expository, in addition to media around the topic of the environment are the vehicle to introduce rhetoric and argumentative writing. Students will evaluate expository writing and media for rhetorical appeals and strategies. They will analyze literary text in form of the genre of short story for the use of foreshadowing, characterization, and choice of narrator for author's purpose and theme, as a means of persuasion. In addition, there is a focus on academic vocabulary and Latin roots in this unit.

- Students will develop a claim about the environment based on the readings and media from this unit.
- Students will include use of rhetorical appeals and counterargument in a multi-paragraph essay.
- Students will use evidence found in the readings and media as well as their own experience in order to support their claim and address the counterargument.

3. Non-Fiction Articles and Research Skills:

This unit emphasizes research strategies and the reading of multiple online articles.

- Students will learn how to evaluate sources for reliability, credibility, and validity.
- In this unit, students will continue to hone their speaking and listening skills through class collaboration, discussion, and presentation.
- Through writing and speaking, students will synthesize ideas and information using carefully crafted research questions.

4. Connections:

This unit is about connections between fiction and non-fiction, as well as the connections readers make with text and/or media. Students read the full-length memoir *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*, by John Stokes. Students will discuss how personal experience and previous knowledge interact with new information

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to create unique experiences for the reader/viewer. Through collaboration, critical reading, and writing, students will synthesize information from genres to find connections in how authors develop character. Using unit readings related to civil rights, students will make connections and evaluate an argument. Students also will focus on grammar and the elements of grammar as they are used in different genres.

- After reading *Students on Strike*, students will read a portion of *Brown vs. the Board of Education of Topeka, Kansas*.
- Students will identify and summarize key points of the argument, producing an outline form of these key points.
- Students will learn how to synthesize information from a reading and understand how an argument is developed in a written document.
- Students also will learn about court case arguments as primary sources.

5. Elements of Poetry:

The focus of this unit is poetry and its characteristics. Students will interact with poems from a myriad of authors through different media. Students will analyze authors' use of poetic devices and their impact on the poem in detail and overall. Through close reading, analytical writing and academic discussion, students will identify theme, tone, and authors' choices.

- Students will write an original poem of twenty or more lines with a clear theme and tone.
- Students will include examples of alliteration, repetition, rhyme, symbolism, and figurative language.
- Students will present the poem to the class orally and turn in a written copy.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade